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ABSTRACT

The report identifies, reviews and synthesizes relevant literature related to migrant children, migrant education in the United States and in Pennsylvania, teacher training, and auxiliary services for migrants. Topics covered include the migrant child's communication and intellectual skills; mobility and academic achievement; the child's self-concept; perceptions of migrant children's behavior; physical health and learning; parent-child relations; common problems concerning research with migrant children; areas of needed research; pre-service, inservice, and other teacher training experiences; training of teacher aides; day care centers; health services; and services for "resident migrants". A profile of the curricular emphasis, classroom format, instructional approaches, materials and strategies, placement, attendance, use of the ESEA Title I, and social structure of the area's migrants is given for nine summer migrant education projects operating in Pennsylvania in 1973. Thirty-two recommendations specific to each area of the review are given, i.e., greater care in evaluation design must be taken, especially in the use of statistical data, definition of variables, and reliability and validity evidence for measures employed; greater effort should be undertaken to design and evaluate educational programs for migrants on the secondary and adult levels; curricula for teacher, teacher aide, and paraprofessional training should be designed specifically to accommodate the migrant child's needs. (NQ)

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A CRITICAL REVIEW OF MIGRANT EDUCATION PROGRAMS

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NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The Migrant Education Research Project of the Central Susquehanna Intermediate Unit (CSIU) consisted of two phases. Phase I referred to the research update reported in this publication. It included an identification, review, and synthesis of relevant research, a survey and synthesis of migrant education programs specific to Pennsylvania and general to the United States, and the preparation of a bibliography. Phase II referred to the refinement and update of an instructional handbook and activity guide. It included a revision of the current CSIU handbook, the addition of small self-contained units of instruction in consumerism, cultural history, health, and language-reading, and the preparation of a guide for program evaluation.

The intention of the Phase I research update was to collect and categorize relevant information on effective and efficient migrant education instruction into a manner most useful for the improvement of migrant education programs in Pennsylvania. Unfortunately, there were very few valid studies which were able to provide such information. In addition to a review and summary of the literature, a synthesis of axioms and assumptions to provide a theoretical background for further systematic work in migrant education research and a compilation of effective instructional techniques for the practitioner were anticipated. Neither could be completed due to the lack of reliable and valid information in the reported literature with which to design a framework or compile workable techniques. This is not to say that a theoretical framework cannot be synthesized; but it will remain as a task for a companion effort to pull together the many disparate thoughts and opinions on migrant education into a "proto-theory" for instruction of migrant children. With such a proto-theory as a base, systematic research can then begin to test and revise its assumptions and identify effective and predictable instructional techniques.

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I. Migrant Children

John E. Lutz, Diana Dee, and Bruce Henderson

The literature on the migrant child and his educational, sociological and psychological needs consists mainly of information drawn from discussions and interviews with people involved with migrant education and personal observation of migrants by professionals. A majority of the identified needs of migrant children appear to be common to almost all economically and educationally deprived groups in the United States. The greatest amount of statistical information available appears in the areas of achievement level and sex differences, but this includes a relatively small amount of information. There is a need for systematic quality research to determine the level of academic achievement of migrant children, the extent of their educational deficiencies, time spent in school, and the differences between various migrant subcultures in the United States in order to develop effective educational programs.

The definition of migrant children eligible for Title I Migrant Education Programs, according to the United States Office of Education (1966), is:

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

Although migrant groups differ according to the location of their home areas, a synthesis of available literature on the migrant child has identified some general characteristics that can be attributed to almost all migrant children. These include:

1. School attendance of the migrant child is interrupted because his parents move with the harvests.
2. Due to his mobility, the migrant child's educational program has had little continuity.
3. The migrant child has experienced little success.
4. The migrant child lacks proper clothing and food.
5. The migrant child's access to dental and medical services is limited.
6. The migrant child is expected to contribute to the family at an early age.
7. The migrant child's learning experiences at home are restricted.
8. Family ties are very strong.

Communication Skills

One of the major areas of need exhibited by migrant children is that of communication skills. Often the migrant child will speak a social dialect that differs significantly from standard English, or he may speak another language, such as Spanish. In any case, migrant

children have not mastered language as a tool for reading, writing, and speaking, and often have difficulty communicating their thoughts and feelings. To the migrant child, who hears little speech at home in complete sentences or about topics outside the experience of the family, the middle-class vocabulary is likely to be overpowering. Frost (1964) reported in a study of Caucasian Arkansas migrants, that children at 15 or 16 years of age had essentially the same vocabulary as those at six or seven years of age.

Models of good sentence structure and vocabulary are not available to the migrant outside of the school, and he is constantly exposed to incorrect grammar and inaccurate pronunciation. In the migrant family the parents do not discuss much with their children except for discussions of daily life or the issuance of reprimands and orders. This type of communication provides for little stimulation of ideas and makes it difficult for a child to ask questions and express curiosity. Nor is the environment that the migrant child comes from conducive to the development of good listening skills - the auditory discrimination of the migrant child is unusually poorly developed, causing difficulties in discriminating between sounds, which in turn, hinders reading.

Barnes (1971) found, in a study of the education of migrant agricultural workers in Arkansas, that 7% were non-readers, 56% were below average in reading ability, 34% average in reading ability, and 3% skilled in reading ability. However, the collection of this data is suspect - a questionnaire was used, but the schools were not prepared to use the form, and the data available was from only those forms correctly completed. Eiszler (1972), in evaluating the Michigan Migrant Education Program, found that within class variations with respect to age and reading achievement levels tended to be high, reading achievement was less than that expected by age, and average silent reading performance matched or exceeded age-level expectations up to the third grade level. A shift in attention from oral to silent reading skills was recommended, since this study indicated that some reading problems migrants encounter are in the later learning stages.

Intellectual Skills

The migrant child seems to have difficulty understanding relationships, time sequences, and other abstract concepts such as space, distance, and location. In his play, the migrant child may not be challenged by the kinds of problems presented to middle class children in the use of their toys--the migrant child lacks the experiences of playing with toys, blocks, and games, using crayons and scissors, and many other activities that aid in the development of perceptions, relationships, and background essential for learning readiness. He also has difficulty in distinguishing between colors, shapes, sizes, materials, and time periods and has a limited understanding of such abstract concepts as good and bad, and similar and different. He has little understanding of places, directions, and distances; for example, he may have difficulty orienting himself from a school building toward the place where he lives. Migrant children exhibit

slightly more interest in arithmetic than in reading (Inniss, 1972), and arithmetic achievement usually equals or excells that of reading achievement (Cain, 1971).

Mobility and Academic Achievement

Very little research has been completed on the effects of mobility on academic achievement. Snipes (1966) assessed the differences in certain reading skills between sixth grade Georgian pupils who had moved and those who had remained in residence, and found that migrating students achieved greater success in reading vocabulary and reading comprehension. On the other hand, Bollenbacher (1962) found in an investigation involving sixth grade students in Cincinnati, that those students who moved most often were consistently the least capable in reading and arithmetic. This is illustrative of the problems encountered in research that has only loose control, if any at all, over the myriad of variables encountered in studying the education of migrant children. Descriptive research, rather than empirical research, has delivered the most reliable results so far. This is unfortunate because empirical research is needed to determine direction and change through the discovery of new methods, materials, ideas, and approaches which descriptive research cannot provide.

One consequence of their mobility is that migrants are usually in school only from two to five months during the school year; as a result, the migrant child is usually retarded from two to three years in grade achievement when compared to his non-migrant peers. Retardation in grade achievement also seems to encourage migrant students to drop out of school earlier than non-migrants.

Intelligence tests used as estimates of intellectual potential illustrate a relatively large scale retardation of migrant children on those tests. However, the low intelligence scores are probably due to restricted cultural experiences which contribute to success on intelligence tests. Reports from programs developed specifically for migrant children indicate that the migrant child has the ability to achieve satisfactorily when his special needs are met.

Self-concept

The continuously interrupted schooling of the migrant child prevents significant academic achievement which, in turn, has an effect upon a reduction in self-confidence and self-respect. The migrant child is generally not understood by the non-migrant child and feels unwanted outside of his own community. Feelings of insecurity and anonymity result from his lack of achievement and transient way of life.

The migrant child's life is geared to realities and concerned with immediate needs. He usually thinks in terms of short-range goals and day-to-day existence activities. Many children must begin working as soon as they are able, some at five or six years of age, to supplement the family's income. Although the local community may require him to attend school, his parents often keep him out to help in the fields.

This conflict makes it difficult for the child to form a consistent or favorable attitude toward school, and contributes to the migrant child's unconcern for planning for the future. The migrant expects to move and have his school work interrupted, and, thus, he lacks motivation to become involved. Flynn (1970), in a study of an achievement motivation construct for Florida migrants four to five years of age, found that for migrant girls, self-concept and risk taking were predictors of achievement, while for boys, self-concept, motor inhibition, self-control, and delay of gratification were achievement predictors. The study implied that for girls to reach higher levels of academic achievement they must become less inhibited and take more risks, while for boys impluse control is more important for intellectual success. More thorough research is needed to verify these results and investigate the apparent relationships between attitudes and achievement.

Perceptions of Migrant Children's Behavior

When the migrant child goes to school, he is often rejected and made to feel inferior because his appearance, behavior, and attitudes are different from those of the teacher and his classmates. Differences in clothing, language, and hygiene have an effect upon the child's adjustment and achievement. The migrant child views life differently than the middle-class child, particularly in regard to self-concept, sex roles, responsibilities to the family, school and community, peer group roles, goal setting, and educational aspirations. Migrant children learn how to conform to the migrant subculture, and this behavior may not be acceptable in the classroom. The migrant child may not know what he is supposed to do in certain situations, and may unknowingly violate rules of the school, classroom, and community. He may not know usages of common things that teachers take for granted.

Eiszler and Kirk (1973) investigated teacher perceptions of the behavior of migrant and non-migrant children between six and nine years of age in the classroom situation. Topics investigated included the extent to which migrant children are perceived as behaving differently than non-migrants in the class, and the extent to which the perceived behaviors' of migrants are a function of age, sex, and language. Using a behavior rating scale, ratings of students in migrant education classes were rated as more disruptive, more impatient, more disrespectful, more likely to blame others for their problems, more inattentive and withdrawn, less likely to understand day-to-day work, and more likely to make irrelevant, intrusive and exaggerated verbal responses. They were also rated as less likely to initiate creative ideas and behavior relevant to classroom work, more likely to have difficulty in changing from one task to another, more likely to give up on difficult tasks, and more likely to take excessive time in completing work. Thus, teachers viewed migrants with a significantly more negative attitude than non-migrants.

The same ratings (Eiszler and Kirk, 1973) were analyzed according to sex, age, and language differences. It was concluded that older

students were seen as less withdrawn, inattentive, and reliant upon others for guidance. They were more understanding of day-to-day work and better able to switch tasks, but generally their classroom behavior was rated negatively. The older students were also more disrespectful and more likely to engage in irrelevant activities.

Generally, male students were viewed less positively than female students. Males were considered to be more disrespectful, more disruptive, more impatient, more likely to blame others, more reliant on others for guidance, more likely to make irrelevant responses, more likely to give up on difficult tasks, and more prone to work slowly. Males were rated as "less in need of closeness to the teacher" than the females. Monolingual English and Spanish speaking migrants were compared with bilinguals and found to be more disruptive, more impatient, more reliant upon others, more inattentive and withdrawn, less able to switch tasks, more likely to be slow in completing work, and less likely to blame others for their problems.

The question as to the accuracy of the teacher's perceptions was raised. The pre-test performance data of students on teacher selected objectives suggested that teachers had lower achievement expectations for migrants; however, comparisons within the sample (age, sex, and language differences) revealed differences, too. It was concluded that there is some accuracy in these teacher perceptions, as well as some distortion.

Physical Health and Learning

A factor affecting the development of learning skills and the achievement level of the migrant child is that of his physical condition. The migrant child often does not get the sleep and medical attention he needs. The ignored health condition of the child may result in fatigue, cognitive disorganization, inability to concentrate, abnormal body movements, depression, lack of ambition, and lethargy (Educating the Migrant Child, 1968). Further discussion of this area is presented in a following chapter, "Auxiliary Services."

Characteristics of Migrant Children

There was relatively little research that specifically dealt with the migrant child as separate from other "disadvantaged" children. What was available was rather limited in scope and often weak in terms of its methodology. The paucity of research literature is in sharp contrast to the many generalizations concerning the sociological and psychological needs of the migrant child found in the descriptive and program literature. There were a few research studies related to self-concept, cognitive tempo, achievement motivation, and parent-child relations which were reviewed.

Gillman (1969) studied the relationship between self-concept and intellectual abilities, achievement, and manifest anxiety in Spanish surname migrant students in New Mexico. A self-concept battery, including the *Self Concept v. Ideal self, Child's Self-Description,* and *Child's Manifest Anxiety* scales, and an intellectual battery, including the *Stanford Achievement Test* and the *California Test of Mental Maturity* were administered to 428 fourth and sixth grade students. Results of the study showed no sex differences, no general relationship between measures of self-concept and measures of academic achievement, and no strong relationships between self-concept and measures of intellectual ability. The only significant relationship between self-concept and manifest anxiety was for fourth grade girls. In this case the results did not support the common assertion that self-concept and academic achievement are ultimately related. The lack of relationship may have been due to the insensitivity of the measures employed. Green and Zarkel (1973) found that neither the sex nor the language of the examiner influenced the scores of Spanish speaking migrants on measures of self-concept, but little else is known about the measurement of self-concept with migrant children. Educational programs designed to influence self-concept are reviewed in the next section.

Schnur (1969) suggested that problem solving tempo (from Jerome Kagan's work on reflectivity and impulsivity) was an important variable in working with migrant children. Schnur did not attempt to assess this importance relative to any other groups. Instead, he immediately attacked the problem of how to make migrant children less impulsive. In Kagan's work, impulsives are defined as children who are below the median response latency and above the median in total errors on problem solving tests. Impulsives report the first hypothesis that occurs, make many errors, and are apparently unconcerned about making those errors. Reflectives are defined as those who are above the median on response latency and below in total errors in solving problems. They delay longer before answering, are usually correct and inhibit incorrect hypotheses. Schnur hypothesized that migrant children who played a game (the A-blocks portion of the Elementary Science Study's *Attribute Games and Problems*) requiring thinking skills would become less impulsive. Eighteen migrant children aged 4.5 to 14.2 years were randomly assigned to experimental and control groups. Experimental group children played the A-blocks games for six half-hour sessions. The control group was allowed to color, draw, and paint for the same amount of time. Kagan's *Matching Familiar Figures Test* was used as a pre- and post-test. Contrary to Schnur's expectations, the treatment group became more impulsive, the control group less impulsive. No attempt was made to explain this outcome, probably since the author has made no attempt to state at the beginning what empirical or theoretical support there was for this hypothesis. This study has been reviewed in detail, not because of its importance, but because it points out the trivial nature of much of the work with migrant children.

Another questionable study was conducted by Garcia (1973). He studied the English language used by three groups. The *Michigan Oral Language Production Test* was administered to 152 Mexican American and Anglo migrants and 76 Anglo non-migrants. The results indicated that Mexican American migrants were significantly less proficient in English than Anglo migrants, who were significantly less proficient than Anglo non-migrants. Garcia did not discuss his findings in terms of linguistic or cognitive theories. Somehow he did conclude from these results that Mexican American migrants did not learn their English from Anglo migrants. This conclusion did not come from his data.

In a more carefully conducted study, Flynn (1970) tried to determine whether motor inhibition, self-control, relationship with achievement model, dependency, self-concept, delay of gratification, and risk-taking constituted an achievement motivation construct for migrant pre-school children. A battery of tests and teacher ratings developed by the Educational Testing Service was administered to 95 male and 100 female migrant pre-schoolers aged three years nine months to four years nine months. It was assumed that there was an additive relationship between motivation and cognition in predicting achievement and that the influence of motivation could therefore be determined by subtracting out the effects of cognitive factors. To be included in the construct of achievement motivation, the investigator determined that a trait had to account for a significant amount of variance in achievement beyond that provided by cognition. Flynn found that for females, the traits of self-concept and risk-taking satisfied this criterion. Self-concept, motor inhibition, self-control, and delay of gratification satisfied the criterion for males. The author indicated that these latter findings were consistent with work done with middle class boys. The only obvious problem with Flynn's study is his assumption that motivation and cognition combine additively. There is good reason (e.g., White, 1959) to believe that their relationship is much more complex.

Cain (1970) studied the variables of age, sex, parent-child relations, modes of response to problems of frustration and failure, school achievement, patterns of parent-child relationship and modes of problem solving. The *Wide Range Achievement Test* (WRAT) and *Roe-Segelman Parent-Child Relations Questionnaire* (RSPCRQ) were administered to 58 Mexican-American migrant children ranging in age from seven to thirteen and participating in a summer school program. Findings included: 1) all of the children scored better in arithmetic than in reading; 2) the older children's (aged nine and above) achievement scores showed declines relative to those of younger children; 3) there were no sex differences; 4) children perceived relations with parents as loving and protecting; 5) children saw themselves as being more rewarded than punished; 6) lower achievement scores were significantly related to

mother's rejection, neglect, and casualness; 7) the great majority of children used relatively middle-class problem solving modes; 8) these middle-class characteristics were not related to academic success. While the reliability of the RSPCRQ items can be questioned, these results offer interesting suggestions for further research.

In an interesting correlational study, Oberle and Campbell (1970) investigated the effects of parental values on the educational attainment and occupational aspirations and expectations of migrants. While the complex (subjects were required to report a lot of information) and *ex post facto* (subjects' reports were made in retrospect) aspects of the research are open to criticism, the tentative findings were interesting. The statistically significant correlations included: 1) the educational attainment of migrant children was related to the Socio-Economic Status (SES) of the family head; 2) educational attainment was related to the father's perception of how much education a child needed, but only for first and second children in the family; 3) a child's inter-generational occupational mobility was related to the family head's SES, but not to his actual educational attainment or his perception of the child's educational need; and 4) the family head's SES was related to the occupational aspirations and expectations of the child. The main problem with this study was that the meaning of the term "migrant" was vague and the range of the SES unclear. The study was conducted in the cause of a larger research effort with rural "poor". The SES level and criteria for being classed as "migrant" were unspecified.

Summary

If the migrant child is to have the opportunity to choose an alternative way of life, special provisions will have to be made for his educational needs. Educational programs need to deal effectively with the social-emotional needs of the migrant, as well as provide diagnostic and remedial instruction in basic skills. Teachers should be specially trained so that they are aware of and can cope with the problems and needs of migrant children. The educational experiences and services designed for the migrants must help relieve the problems of self-identification and self-confidence resulting from their transient way of life. The migrant child must be made aware of the importance of education, helped to take advantage of general and vocational guidance for developing realistic goals, and have access to health and welfare services so that his educational needs can be fulfilled.

The most pervasive aspect of migrant development that leads to meaningful research hypotheses is the inherent mobility and change in the life of the migrant. There is little knowledge concerning the effects of this mobility on the structure of the family, the early environment provided for children, children's attitudes about and performance in school, or the migrant child's feelings about himself and his world. Each of these areas provides a legitimate opportunity for research with migrants if the aspect of mobility is a main consideration. The ultimate objective of such research should be to go beyond the global independent variable of "migrant" to specific sets of independent and dependent variables that show cause and effect relationships. Knowledge of this kind about the development of migrant children should lead to more meaningful educational intervention strategies.

II. Migrant Education in the United States

John E. Lutz and Bruce Henderson

Most of the extant literature on migrant children and the education of migrant children consists of reports and evaluations of these programs or dissertations written in conjunction with such programs. This chapter is a selective review of some of that literature. Some of the common problems concerning research with migrant children, the objective knowledge about migrant children, and some evidence concerning the effectiveness of educational programs for migrant children will be summarized. In addition, areas of needed research with migrant children will be discussed.

Methodological Considerations

Few educational programs for migrant children provide objective evaluations of their curriculums. The reports reviewed in this chapter include primarily descriptive data acquired with objective measurement techniques, experimental studies, and programs that provided reasonably objective outcome evaluations. Subjective reports describing migrants and educational programs for migrants have been considered in a later section. Program reports which did provide objective data, however, generally suffered from methodological inadequacies. Low number of subjects and the unavailability of control groups were common problems in evaluating educational programs; but many of the programs and program evaluations reviewed had flaws of method that were less excusable. Often inappropriate or inadequate statistical tests were used; for example, tests for independent samples were used when the samples were actually dependent.

A pervasive problem was that of defining the independent variables. For example, the term "migrant" was used vaguely without specification of demographic and cultural characteristics, and self-concept was used in a general way with different implications from study to study. The problem of definition also occurred in the description of the sample--demographic variables such as ethnicity, age, sex were often not mentioned. One factor that was almost never mentioned was the difference between the children who participated in a program and those who did not. It may be that there were unknown systematic differences between migrant children whose parents sent them to an educational program and those parents who did not.

The methodological and theoretical factors were not clearly delineated in many of the studies. Methods sections of many of the reports were sketchy and not linked to previous work employing similar designs. Many of the studies could not be replicated on the basis of the methods sections provided. Also, large experimental sample mortality rates in studies of migrants were common due to the characteristic mobility of migrants.

The theoretical rationale for many of the studies was unarticulated and in some cases nonexistent. If systematic program efforts are to succeed, then they and their evaluation components must be based on a theoretical foundation. Theory provides organization, rationale, and the power of prediction so necessary and yet so lacking from current instructional programs. Specific examples of these problems were highlighted in the previous chapter on migrant characteristics.

Programs for Elementary Students

Barnes (1971) surveyed the school districts in Arkansas to determine the status of programs for migrant children. School principals indicated that about two-thirds of the districts had some kind of special program specifically for migrant children or generally for disadvantaged children. Achievement testing in these districts (*Science Research Associates Achievement Test*) indicated that 85% of the migrant children averaged 1.3 grades below level. It is not clear how representative Arkansas is of the national picture, but these results are suggestive of the numbers of existing programs and the scope of the measurable achievement problems facing educators. Relatively few programs have been reported in the general educational literature and the ERIC system. The reports reviewed below were available in this general literature, but it is impossible to determine how representative they were of existing programs. Most of the reported programs dealt with elementary school aged children. Programs for other target populations were considered separately.

McDonald and Moody (1970) reported a program with 100 first through fourth grade children, screened from regular classrooms. Screening was based on results of the *Silvaroli Classroom Reading Inventory*, teacher referral sheets, and other school records. A criterion that a child's listening capacity be at least two years beyond instructional levels was established. Six teachers and two aides worked with the children in an ungraded program that stressed structured language learning activities (including identifying, refining, and extending language concepts) and independent supervised learning activities where children worked in small groups in learning centers in the classrooms. A random sample of 29 children was used to evaluate the procedures. Each child was asked to tell a story about a picture. The number of words spoken and number of concepts presented by the child were measured in sessions prior to and following the school year program. The results indicated significant increases on both dependent variables, number of words spoken and number of concepts presented. A difficulty with this study was in the use of the dependent variables with the interpretation of them in a pre/post-test design. There is no way to tell how many words and concepts would have been gained by the child if he had not been in the program. The measure was not normed on any population so it was impossible to determine what increases on the measures would have occurred by age. A control group would have been better than norms and probably could have been obtained. As it was reported, the study provides no objective information with which to judge its effectiveness.

Hick (1970) compared the effects of an indoor and an outdoor program on various assessment measures of progress. The indoor program was described as a "typical traditional summer school." The outdoor program stressed "learning by doing"; that is, reading involved reading instructions on how to build a rocket and arithmetic included mapping the camp area. Each program involved 65 children but only 26 were available for pre- and post-testing for the outdoor group and 38 for the indoor group. The 26 outdoor children (mean CA of 9.4) and 26 randomly selected indoor children (mean CA 8.9) were used for a covariate data analysis. The children were tested on the *WRAT*, the *Bender-Gestalt* and a locally developed program attitude scale. Hicks found that 1) attitudes were not changed by either program; 2) indoor children improved significantly more in arithmetic; 3) the indoor children significantly advanced in visual-motor perception, the outdoor children regressed; and 4) there were no significant changes on reading scores. This program exemplified the failure to define the treatment and the central procedures, neither of which was described in any detail.

Bailey (1970) investigated the effects of a summer compensatory program in Connecticut. Migrant children who did and did not participate in the program of intensive therapy were tested on the *WRAT*. Results indicated that children not in the compensatory program out-performed the children in the program on all subjects of the *WRAT*. The independent variable, "intensive therapy" was not described, which makes it nearly

impossible to draw inferences from the data, except to say that whatever was included in "intensive therapy" was far from successful, as measured by the *WRAT*.

Baruffi (1970) studied the effects of sensitizing experiences for teachers on the self-concept and achievement of migrant children in a summer school program. The child study program for the teachers consisted of a series of experiences through which teachers might come to understand the meaning of human behavior and what was required to facilitate the positive full development of children and of themselves. An experimental group of 20 with "sensitized" teachers and a control group of 18 with "unsensitized" teachers were assessed with the *Pictorial Self Concept Scale for Child (PSCS)* and the *WRAT*. Results indicated that there were no significant changes for either group on either measure. No efforts at assessing the direct effects of the experiences on the teachers were reported.

Biller and Meredith (1970) reported on a program in a Florida elementary school for predominantly black migrant children. About 75 six and seven year olds who had never attended any other school were compared to children in two "control" schools in which the children were predominantly black but not migrant. The school for migrants was ungraded and stressed team teaching, and individualized instruction with a sequential structure for mastering classroom skills was used. Supplementary tutoring and extended day programs were also provided. No description of the programs in the control schools was reported. Children in all schools were compared according to their performance on a locally constructed achievement test, a shortened version of the *Peabody Picture Vocabulary Test (PPVT)*, and the *Similarities* and *Picture Arrangement* subtests of the *Weschler Intelligence Scale for Children*. A scale to determine socio-economic status (SES) was also completed by social workers. Results showed that the experimental children's families were lower in SES than in controls; thus, SES was used as a covariate in the test analyses. Despite this procedure, the experimental group was significantly higher only on the modified *PPVT*. Significance is but one concern of statistical analysis; meaningfulness of the data is another. The significance of this result was limited by the lack of meaningfulness since knowledge about the reliability and validity of the modified *PPVT* was missing, and the equality of the treatment and control children before school entrance could not be assumed.

Eiszler and Kirk (1972) described a statewide evaluation of migrant programs in Michigan. They reported that state lists of behavioral objectives for migrant programs were used by project directors in a "menu" fashion. In turn, teachers apparently used their own objectives, seeing themselves as creating programs in response to the individual needs of students. During preservice training, teachers generally were more interested in acquiring new information about materials and techniques of oral language development than in learning about specific program objectives. Despite this problem in defining a "migrant curriculum", the authors attempted to determine the statewide effects of the education of migrant children. A sample of 30 classrooms from 22 projects was randomly selected (stratified according

to migrant population density). The sample included 773 children aged six to nine years. The demographic descriptors of the children were not specific but there were suggestions that most were Spanish speaking. Pre- and post-testing included measures of specific education objectives (the state's 129 language and communication skills objectives), a school sentiment index (measures of attitudes toward self and school) and the *Devereux Elementary School Behavior Rating Scale*; substudies included evidence for the reliability of these measures.

For younger (six and seven years old) and bilingual students there were significant changes in competence on specific objectives hypothesized to be relevant to classroom teaching; there were no significant changes for older, monolingual children. Program emphasis appeared to be directed toward oral and expressive rather than written and receptive language funtioning. On achievement related attitude, there were significant declines or less positive feelings about self and school for younger, bilingual pupils (just those children who had shown significant improvement in achievement). For non-academic classroom behaviors, there was some suggestion that teacher's expectations for migrant pupils has dropped. Teachers' ratings indicated that they perceived the children as being very different from middle class norms.

The use of a token reinforcement system with migrant children was investigated by Heitzman (1970). He hypothesized that students instructed with tokens as immediate and supplementary reinforcers would demonstrate greater reading and arithmetic gains than pupils instructed without tokens. At the beginning of a six-week summer school program Negro and Caucasian students were assigned to experimental and control groups By the end of the program there were 30 in each group (from 80 originally in the experimental and 58 in the control). The procedure used in assigning children to the two groups was not reported. The mean chronological age for experimental subjects was 92 months, for control subjects, 99 months. The teachers who volunteered to teach in the experimental teaching situation were given three training sessions. There was no specific training for teachers of control groups. In the treatment group, selective reinforcement was to be given to attention, reading skills, arithmetic skills, and appropriate social skills according to four principles: 1) initial performance levels required were to be fairly low in order to allow children to attain tokens easily; 2) tokens were to be given only for the specified behavior; 3) reinforcement was to be as immediate as possible; and 4) tokens were to be exchanged for back-up reinforcers. Bingo markers were used for tokens, ten cent toys for back-ups. Control children received "traditional" instruction. The dependent variable was change in scores on the *WRAT*. It was found that children in the experimental group gained significantly on the reading and arithmetic subtests of the *WRAT*. There was also evidence that the children who received the most tokens gained the most on the *WRAT*.

Other Educational Programs

Relatively few educational programs have been designed beyond the elementary level. Garcia (1972) investigated the effects of using migrant adolescents as aides in a program with preschool children. Assessments were completed with the *How I See Myself Scale*, the *Social Reaction Inventory*, the *Semantic Differential Scale*, the *PPVT*, and the *Raven Progressive Matrices* (the latter two were administered just to the preschoolers). The length of the program, number of subjects, and the program content were not described. The only statistically significant effect found was a change in attitude of the adolescents toward children.

Mangano and Towne (1970) taught parents how to enhance their children's self-images. Three pairs of Puerto Rican parents were involved in six sessions designed to teach them how to show their children that they were interested in school. The twelve children of these parents were compared to nine "control" children on measures of self concept and academic achievement. The importance of these results are severely limited by the use of individual children rather than families as statistical units (children from the same families are not behaviorally and, therefore, not statistically independent), the fact that the experimental families were willing volunteers; and that no attempt was made to measure what parents learned in their training sessions.

Schnur (1970) has noted the lack of educational programs for migrants beyond the elementary level. Secondary programs are plagued by extremely high drop-out rates, and migrants are generally not interested in adult education programs. Programs that do exist generally use traditional subject matter and instructional procedures. One very interesting program, the Florida Learn and Earn program, stressed vocational education (Hooker, undated). Unfortunately, objective data in support of the program was unavailable.

Subjective Program Descriptions of Other State Projects

Several state programs have been described by published descriptions of their programs including curricular emphasis, instructional approaches, and effective materials and strategies. None of these reports, however, were based upon empirical studies. They were simply descriptions and are presented here to complete this overview of existing programs in other states and to provide ideas for empirical research on migrant education in Pennsylvania.

The curricular emphasis of the Florida Learn and Earn Program was to combine academic instruction of communication and computational skills with field trips, simulated employment interviews, and fifteen hours of work experience per week. One strategy that had apparent success was the student's receipt of a paycheck each week for his work experience. This strategy was a reward for work accomplishment and school attendance to learn the skills as well as a means of showing the correlation between academics and training for work.

A second migrant education program description was offered by the staff of the Micro-Social Learning Center in Vineland, New Jersey. The curricular emphasis of this program was different from that of the Florida program. This program emphasized "catching up" to provide compensatory instruction in social skills and language development in order to prepare the child for the "real world." Although the curricular emphasis of this

program was not as unique as that of the Florida program, its instructional program was rather unique. In each classroom there were five modular units, and three pairs of children to a modular unit. The children changed partners every few days, and the teachers changed classrooms every two months. There was also an area for parents to observe classroom activities through one way mirrors.

A program for migrant education was developed in California by the California Packing Industries who wanted to secure adequate educational facilities in their camps and in the Weaver School District which was having difficulty integrating children into the existing system and in determining an instructional program for migrant children. Some instructional techniques which were effective included the assignment of children to classes by age level, beginning the program for grades 1 through 8 in the late afternoon (at a time that coincided with the time parents and children returned from work), field trips, music, art, and story-telling experiences, physical fitness and relaxation exercises, role playing, and health and safety instruction at meal times and recreation periods.

The Arkansas Migrant Education program was similar to the other previously discussed programs in its curricular emphasis; however, this program included a more unique instructional strategy. Students participated in the Human Development Program with "magic circles" to encourage oral communication and group interaction in the process of developing concepts. So called mini-cues were given to stimulate concept formation. For example, pictures and discussions of the way animals prepare for winter was used to help develop the concept that weather affects living, and discussion of choosing clothes to wear was used to help develop the concept of more than or less than. The physical activity of tying shoes encouraged coordination and cooperation with others. A multi-disciplined approach and the use of visual experiences, communication, and physical activity was used in an attempt to develop concepts.

The Texas Child Migrant Program was implemented to help prepare migrant children for entrance into the mainstream of education. Some programs provided supplementary instructional activities for the children during their regular school classroom period; others provided an "extended day" program so children could receive additional instruction after school; and other programs provided a non-graded, self-contained classroom for migrant children. Compensation was made for migration patterns which prohibited students from completing a ten month term. Additional teachers were provided to eliminate over-crowding during the peak enrollment period and in some cases the school year was shortened to seven months and the days lengthened so that the same number of instructional hours were available. The programs provided services such as food, clothing, transportation, counseling, and medical aid. The curricular emphasis was placed on reading, oral development, language arts, and math.

The instructional approach of the Washington State Migratory Education program was to provide individual instruction in regular classrooms by employing aides

and specialists. Spanish speaking children were instructed in Spanish, and particular emphasis was given to developing the English language. The instructional materials were a combination of language games and commercial materials such as, Science Research Associates, Systems 80, and Sullivan Reading Materials adapted for use with migrant children. This program also included a parent council to advise the school directors in the planning and implementing of migrant educational programs.

The Connecticut Schools Program for Migrant Children was mainly conducted during the summer to provide a review of visual and communication skills, and to provide auxiliary health services. According to McGowen (1968), the gains interpreted in relation to the amount of teaching time per school week showed the summer clinical education program to be extremely efficient. He also mentioned, however, the problem of recruiting qualified personnel, difficult communication with the parents, and funding as the three major problems of the program. These problems are common to many other migrant education programs.

These descriptive reports provided interesting curricular ideas, but provided no evidence that they were effective in producing change of any kind in migrant children.

Summary

This chapter indicates a real lack of useful research on the characteristics and education of migrant children. This lack may be due to the fact that educational researchers have ignored this area, but it may also be due to the lack of meaning in the term "migrant" as an independent variable. The term is often used as if it described a homogeneous group of people. Yet it contains people from Southern black, Appalachian white, Mexican-American, and other cultures. Even within regions the term is used to describe crew leaders and their families who have high incomes and middle-class lifestyles and field workers whose net income is well below the poverty level. Substituting the term "disadvantaged" immediately expands the volume of applicable research literature but encounters the same problems of meaningful independent variables (Gardner, 1973). A more appropriate strategy for dealing with migrant children would be to assume that they are more like other children than they are different from other children. It is not reasonable to assume that migrant children are different from others in their developmental and educational characteristics and needs and to then conclude that what is known in these areas about other children is not applicable. The trivial nature of much of the work reviewed above is due in part to a reliance upon that assumption and questionable conclusion. Generally, the study of the development of migrant children should not be separated from the overall study of child development. Separate study makes sense only to the degree that characteristics of the migrant group that deviate systematically from other populations can be identified. Future research should be based on specific hypothesized differences in those characteristics.

III. Migrant Education in Pennsylvania

John E. Lutz and Linda Wasserman

A survey of the literature on migrant education in other states has identified the dissemination of knowledge and experimental results as a major problem. Unfortunately, this weakness seems to be as true in Pennsylvania as elsewhere, and it is to this problem that this chapter is directed.

The State Department of Education has the responsibility to establish a uniform level of effectiveness throughout all of Pennsylvania's migrant projects, and to effectively disseminate those approaches deserving wider application. The Bureau of Special & Compensatory Education has attempted to keep its various project directors informed of one another's progress through an annual composite report issued after the close of each summer session. The report, however, is sadly lacking in detail on curriculum and classroom particulars, and in some cases has even proved to be inaccurate.

Thus, information has been compiled on each summer migrant education project operating through the state office. Telephone interviews were conducted with the director or operational head of each project in order to obtain a detailed profile of the curricular emphasis, classroom format, instructional approaches, materials and strategies, placement, attendance rules and records, testing data; use of the Migrant Student Record Transfer System (MSRTS), and social structure of the area's migrants for each of the projects in operation during 1973.

It was hoped that these in-depth interviews would reveal the positive as well as the negative aspects of migrant education in Pennsylvania. With such a compilation it was anticipated that project staff could learn from the successes and failures of the others, thus sharing useful knowledge and avoiding wasteful duplication of effort.

What emerged from the research interviews was a broad overview of the migrant programs in Pennsylvania. These programs varied in kind, depending on the specific migrant populations with which they dealt. All shared certain common approaches, yet all seemed to be lacking in some areas, and a few have implemented inventive strategies which could be attempted in other projects.

The Migrant Population Served by Pennsylvania Education Programs

Pennsylvania is host to a variety of migrant populations which differ greatly in character depending on such parameters as geographic location, racial and ethnic makeup, and type of farm labor provided. In the past, the classic "Eastern Stream" migrant was predominant throughout the state. Usually black, following the crops north from Florida and Georgia, with all members of the family ready to work the field as soon as they were big enough, the Eastern Stream Migrant worked the northern crops from May to October and then returned to his home state in the south in September and October.

Much of this description has changed in recent years, however. The migrant population has shifted, generally decreasing in number (although scattered counties display minor increases), but with an increasing proportion of Spanish-speaking workers, especially Puerto Rican and Mexican migrants. Statistics on the agricultural migrant worker population compiled by the Pennsylvania Farm Labor Service (Table 1) showed five counties disappearing from the Pennsylvania migrant map between 1971 and 1973. While 17 of the 26 counties listed showed substantial decreases in migrant numbers, the number of migrant camps fell from 317 in 1971 to 232 in 1973; no one was willing to predict what would happen in 1974.

No available statistics indicated accurate ethnic and racial backgrounds of Pennsylvania's migrant farm workers, although the population was analyzed in Farm Labor Service tables to separate Puerto Rican migrants from "Southern" migrants. The latter group could include black, white or even Mexican migrants, although in recent years the tendency has been for southern migrants in Pennsylvania to be black.

Education reports show a total of 602 children served by summer migrant programs in 1972 (the year of the Agnes floods in Pennsylvania which greatly reduced agricultural output), and 829 served in 1973. The increase in 1973 may have been due to increased agricultural yield or better recruitment, although both hypotheses are indefinite. The total number of Pennsylvania migrant children, up to and including those 18 years old and as compiled by the Pennsylvania Health Research Institute, was 1,474 in 1973 (Table 2). A decrease in the migrant population in the past few years can be attributed to industrialization in agriculture, and the higher number of migrant children enrolled in special summer educational programs could be a result of better recruitment procedures, but a resolution of the contradicting figures would appear to be more involved.

Reports from the migrant project directors indicated an ever-growing population of "staygrants," particularly in the Puerto Rican community. This trend was most evident in the southeastern section of the state (Berks, Bucks, Chester and Montgomery Counties) where former migrants have found work in the year-round mushroom industry and in nurseries and greenhouses. Other "staygrant" families remained and were supported by county welfare while the father returned to a job in Puerto Rico for the winter.

Many project directors have attributed the increasing number of staygrants in their areas to the excellent educational and health services offered, which has encouraged migrant families to "settle in" and has attracted more each season. In any case, only the Abington Heights, Central Susquehanna Intermediate Unit, Lincoln Intermediate Unit, and Moravian College projects reported anything resembling the traditional migrant stream (and even they noted increasing numbers of staygrants); all other areas described ever-growing percentages of staygrants and "one-year migrants" (who migrate across school district boundaries but make their homes in the area) and saw their true migrants each year staying on in the region.

Table 1.--Agricultural Migrant Population by County, 1971-1973

County	Camps		Total Migrants By County		1971-73 Change in Total
	1971	1973	1971	1973	
Adams	83	88	1,269	1,062	-207
Allegheny	2	0	18	0	-18
Berks	24	5	353	130	-223
Bucks	7	5	65	40	-25
Butler	1	1	65	77	12
Carbon	1	0	43	0	-43
Chester	18	10	189	104	-85
Columbia	11	8	327	211	-116
Cumberland	10	10	178	83	-95
Dauphin	2	3	158	188	30
Erie	8	5	135	90	-45
Franklin	32	28	706	549	-157
Fulton	1	0	17	0	-17
Juniata	1	0	48	0	-48
Lackawanna	9	6	302	243	-59
Lancaster	24	16	130	116	-14
Lebanon	4	1	25	10	-15
Lehigh	15	8	167	196	29
Luzerne	3	3	94	112	18
Lycoming	1	1	53	28	-25
Monroe	2	0	17	0	-17
Montgomery	5	2	18	18	0
Montour	1	2	135	109	-26
Northampton	4	1	20	18	-2
Northumberland	9	6	366	263	-103
Potter	2	1	90	60	- 30
Schuylkill	8	7	266	214	- 52
Snyder	4	2	111	45	- 66
Union	3	2	89	36	- 53
Wyoming	3	1	75	38	- 37
York	19	10	168	209	41
TOTALS	317	232	*	*	-1,448

* Many migrants work in more than one area of the State. Therefore, county totals cannot be added to arrive at the State Total. The total number of migrants in Pennsylvania during the 1971 harvest season was 5700, and during the 1973 season was 3800.

Table 2.--Age and Sex of Migrant Children for the 1973 Growing Season*

Age	Male	Female	Total
Under 1 to 3	171	176	347
4 to 8	175	196	371
9 to 12	216	158	374
13 to 15	87	71	158
16 to 18	82	85	167
Franklin Co.**			12
Bucks Co.**			45
Totals	731**	686**	1474

* Supplied by migrant field nurses by camps in counties on an actual count except in counties not having camps (Bucks, Montgomery, Northampton, Philadelphia, Chester) where the information was supplied by the local I.U.

** Information from Franklin and Bucks Counties was unclassified as to age and sex; therefore, the totals given for male and females do not include the figures for these two counties.

The difference in the migrant communities served has necessitated a multitude of changes in the educational programs offered, not only in the summer projects but in the public schools as well. The children of these new Pennsylvanians remain eligible for the special migrant programs under the five-year provision of the Migrant Amendment to ESEA Title I and the state's definition of "one-year migrants."

Pennsylvania Projects: Curricula, Instructional Approaches, Strategies

The Curricular emphasis of all Pennsylvania projects has been based on state and federal guidelines recommending language development and improvement of student self-concept. Most projects appeared to have been generally more concerned with the first goal, approaching the latter seemingly as an afterthought. All projects offered reading instruction and some form of physical education and recreation, and most included instruction in mathematics, social studies, and art and music as integral elements in their academic program. Breakfast, lunch and snacks were provided, as well as dental and medical care. A few projects offered pre-vocational instruction (such as elementary home economics or industrial arts), and even fewer provided career guidance, but none offered any concrete vocational preparation, largely because facilities were unavailable.

Most projects offered a "language experience" approach to language development and reading, although this could encompass a multitude of techniques. "Teacher-designed" materials, ostensibly to meet the needs of relevancy to the children's age and cultural backgrounds, were used in all projects, but no samples of these materials were available nor were the people interviewed able to offer sufficiently detailed descriptions to make an accurate appraisal possible.

Following is a review of the ten Pennsylvania summer migrant education projects operating through the Migrant Office in the Bureau of Special and Compensatory Education of the Department of Education. Discussed are curricular emphases, instructional approaches, classroom format, placement and other unique aspects of Pennsylvania programs for the education of migrant children.

Abington Heights School District. This program in Lackawanna County used an experience approach to language and reading which it found successful in its public schools. Hosting a largely Puerto Rican group of children aged three to fourteen who were already fluent in English, the program was ungraded and completely individualized. Students discussed familiar topics, made up stories, and watched television, from which vocabulary words were drawn to form the basis of a lesson. Later students progressed to putting their own words into print, eventually writing and illustrating their own books. Some commercial books and learning kits were also employed depending upon the child's needs. According to the project director, the students consistently reacted positively toward the approach and teachers observed recognizable gains, although no post-testing was attempted to check the results against those measured in the teacher-designed pre-tests in reading and math.

No vocational or pre-vocational education was provided in Abington Heights. Recreation included supervised play and a regular swimming program, featuring a nighttime schedule open to the entire migrant community. There were no specific cultural programs, and the development of self-concept was approached through the discussion and related activities integral in the language experience strategy.

The director had no knowledge of "staygrants," or "resident migrants," involved in his program and was not sure how many migrant students had entered the Abington Heights public schools in the fall or if they had remained. No major changes were planned for the 1974 program.

Centennial School District. Anticipating only 60 students in 1973 but actually enrolling 147, this project used a variety of inventive approaches in providing educational experiences. About 95 students were actually involved in the educational program; the others were younger children in Head Start classes. The migrant population in this area, according to the project director, was all Puerto Rican, the majority of whom were deficient in English. Of last summer's participants, the director estimated that only 65 were first year migrants; the rest were residents. He indicated that there was only one migrant camp in the district program; most children were picked up by bus at their homes.

With language the most pressing need in the Centennial area, the emphasis was on oral-aural English language development. Reading and all other academic areas were structured around this focal point. The school district had an active "English as a Second Language" program in its regular public schools, and this approach was also used in the summer migrant program. Standardized and teacher-designed placement testing was performed in English as well as in Spanish, since some children had some schooling in Puerto Rico. The emphasis was on English for those lacking those skills, but Spanish was also encouraged and follow-up and remedial instruction in Spanish were provided by the bilingual staff.

Individualized instruction was offered in Spanish as necessary until the students developed sufficient comprehension and fluency in English; then all academic and other instruction was conducted in English to reinforce the English language development emphasis of the entire program. Language and reading were emphasized through a language experience approach using student-made photographs, television, a variety of commercial reading series and instructional kits, teacher-made materials, and linguistic exercises. No post-testing was implemented to measure progress, however.

The Centennial migrant project was located in a public school designed for open space instruction. Each child spent time on language development and reading every day; math and social studies, including consumerism, health and hygiene, were scheduled several times per week, and students had the option to elect home economics and industrial arts activities. Recreation included the use of a swimming pool adjacent to the school, and self-concept development was embodied in the language program and was assisted by the employment of several former migrants

as aides. Extensive parent involvement, including some mothers preparing a special Puerto Rican lunch once each week, also gave support to the self-concept aspect.

The director reported that boys and girls in all age groups (most students were from nine to eleven years of age) participated equally in the pre-vocational program, although the boys were reluctant to learn to knit. An expansion of the program was planned for 1974 with the addition of a staff professional in occupational education to offer career guidance and access to a full home economics suite. Both home economics and industrial arts centers were staffed by teachers certified in those areas.

Other Centennial programs included a "filial therapy" approach which the social worker (with the help of a psychologist) used with children who excessively "acted out." Also noteworthy was a daily bilingual program for parents (mostly mothers) featuring English language development and consumer skills. Lunch was served and babysitters were provided where necessary. Teachers also conducted evening home and camp visits to provide language and other education to adults and teens who did not attend day school and the center's recreation and vocational facilites were open to adults in the evening.

Planned for 1974 were the addition of a special education teacher to work with the mentally retarded, a Spanish-speaking psychologist, more reading specialists, more extensive health services, almost doubling the size of the teaching staff, and hopefully, increasing the role of the humanities (arts, music, and children's drama) in the academic program.

Central Susquehanna Intermediate Unit. Unlike the previous two projects, this was host to a primarily black migrant population; in 1973 only seven of the 50 participants were Mexican, three white, and the rest were Black. Also significant was the finding that this region was still visited almost entirely by "true" migrants. A few children entered the schools in the fall but remained only about two months beforing returing to their home states. The major question for 1974 was how many, if any, migrants would arrive since American Home Foods (Chef Boy-Ar-Dee Division), the major purchaser of the region's chief cash crop (tomatoes), announced it would not buy any tomatoes from farmers using migrant labor. To back up its announcement the company has industrialized the picking on its own farms and indicated that it would import the rest of the needed tomatoes from California.

Facing the problem of an unstable migrant population from year to year, the CSIU in the past few seasons has developed a program flexible enough to accept last-minute changes. Little money was paid in advance for rental of facilities, hiring of staff, and buying foods and materials. Instead, the day program for the younger children was held in "outdoor" classrooms using public parks and staff homes. Meals were arranged as the program progressed with students actually taking part in meal planning, buying provisions for cookouts, preparation and cleanup, as well as eating many lunches in local restaurants. In this way, the students' learning experiences in language, reading, math, consumerism and social

skills were developed in realistic situations and were an integral part of the program. An evening program for teens and adults was conducted in staff homes and the CSIU offices.

Emphasis in the CSIU program was, as in the other state projects, on language development and reading. According to the project director, parents, when surveyed on what they thought their children should learn, stressed reading and arithmetic, so these were heavily emphasized. A variety of commercial learning kits in reading and math, games, primary reading books, and special materials designed by the language arts consultant specifically for the area's migrant children were used. Teaching was largely individualized in small groups based on diagnostic testing, subjective teacher evaluation and age. The full-day schedule included physical education and educational and recreational field trips as well.

Very important in the CSIU's program of instruction was the use of the *Boehm Test of Basic Concepts (BTBC)*, a test devised to measure the child's comprehension of the "language of instruction," or those concepts necessary to understand ordinary teacher directions (such as same-different, before-after, in front of-behind). After diagnosing the child's conceptual development with the *BTBC*, the teacher used a set of special materials to develop the necessary conceptual skills. Statistical evidence was compiled through pre- and post-testing to support the validity of the test and materials for the migrant population. The CSIU had been the only state project to utilize a diagnostic test of this type, although the state migrant office reported that all projects would be using the pre- and post-tests in 1974, and several projects would be using the Boehm materials.

In dealing with the migrant population, the CSIU found that older children, who managed to attend classes in other regions of the state, were unable to attend day-time classes. Of the 50 students enrolled, only 15 participated in the day program, and their average age was seven and eight years of age, the remaining 35 students participated in the CSIU evening migrant classes for teens and adults, aged eleven to eighteen.

The evening classes stressed individual assistance in academic areas and general discussion of common problems. Information was provided on health and legal services. Indoor and outdoor meal planning, purchasing, and cooking were performed, although on a more sophisticated level than in the day program. Women and girls purchased materials and had sewing instruction, which was also open to male participants though none became involved. The director had planned to rent improved facilites for male and female vocational education in 1974 and to improve the recruitment of migrants for the program.

According to the director, the evening program was successful but the teachers needed more high-interest material with which to work. In response to this perceived need, the CSIU developed a series of high-interest reading workbooks in the areas of art, literature, music, science, social studies, sports, and theater arts and personalities for 1974.

Further changes planned for the 1974 season, were an expanded use of the Boehm test and materials, a Saturday recreational program including environmental instruction, safety, first-aid, survival hikes, and swimming, the possible use of a criterion-referenced test for reading skills designed by CSIU personnel, the use of the Borg-Warner System 80 learning machines, and an additional caseworker.

Chester County Intermediate Unit and West Chester School District. Chester County hosts well over 200 migrants and "resident migrants", so two separate projects operated in the region. The characteristics of the populations of both projects were basically the same: all Puerto Rican, largely resident or new migrants who remained during the following winter to continue work in the mushroom industry, children who entered the area's public schools in the fall and families who lived in private homes, not migrant camps. Most children were reported fairly fluent in English, so bilingual help was provided on an individual basis and an "English as a Second Language" program was used in the public schools.

The Chester County I.U., according to their contact person, operated an "academic-social" program which stressed language arts, math, social studies, and science, with supplementary arts and music integrated into the subject studies. Various materials and commercial kits were used, and teaching was basically individualized, especially for those children requiring bilingual assistance. Recognizing the high activity level of the students, the program emphasized play therapy, academic-oriented field trips, resource people, shopping trips, cookouts, and the use of a librarian-staffed media center which provided a variety of audio-visual materials. Children ranged in age from six to sixteen, but averaged about twelve years of age.

Operating from two sites in 1973, but planning to consolidate into one site for 1974, the Chester County I.U. project had classes organized in conventional classrooms with placement based on teacher-designed tests for reading level and teacher judgment. Standardized post-tests were administered but showed only minimal progress. Academic work was undertaken in the mornings, and afternoons were generally reserved for recreation and field trips. Personal sewing was offered to the girls in 1973, although there will be none on a regular basis in 1974. Wood shop was occasionally available for the boys but there are currently no plans for an expanded vocational program in the future.

The project sponsored by the West Chester School District was designed for kindergarten through grade eight, with ages evenly divided. Students were placed into five groups, based upon age only. Classes were held in conventional classrooms, although individual help was provided in separate learning centers by the bilingual staff, including specialists in reading, math and physical education. A language experience approach, but using few audio-visual materials, was used for language arts, and a computer terminal was available for math drills and as a reinforcement reward device, since the children "loved working with the computer and found it enjoyable," according to the head teacher.

Academic work was generally completed in the mornings, with afternoons spent in recreation, particularly swimming at least twice a week, and field trips. Sewing was offered to the older girls, but no formal vocational or career guidance program was available. However, West Chester was working with a consultant on migrant education to develop a "career awareness" program.

An interesting concept was initiated during 1973 which was not formally attempted by any other program. A sex education curriculum was offered to the older boys. Unfortunately, according to the contact person, the class was not altogether successful, so it will not be included in the 1974 program.

Major changes were planned for the 1974 program. Aside from changing the site to a more suitable building, the migrant program will be run closely with a language program to encourage a more "inter-cultural" emphasis through interaction with the children in that program. The language experience approach, also incorporating the "Reading is Fundamental" (RIF) program, will be used, additional computer terminals will be available more specifically for intensive math drill, and students will be encouraged to spend time in a new art project room.

Further, it was reported that the program's strategy will be even more individualized. Modular scheduling will eliminate formal class periods and grade differentials in order for the students to proceed through learning centers and between rooms and the creative arts center according to age and skill developmental levels.

Lincoln Intermediate Unit. This program, serving Adams and Franklin Counties, hosted one-third of Pennsylvania's migrants, according to the Adams County director. The population traditionally had been predominantly Southern Black, but a growing number of Mexicans have been migrating to the area, particularly in Franklin County. Adams County reported its first Mexican migrants in 1973. During 1973, 99 of the region's 207 children enrolled in the migrant education project were Mexican; 91 were Black; 13 were Puerto Rican and four were white; only a relatively few resident migrants had been identified.

The necessity of coping with a Spanish-speaking community forced the Lincoln I.U. to consider a bilingual program. The project director noted that there were few Spanish-speaking educators in the area, and that he had difficulty finding qualified teachers. Most children reportedly spoke English, but one Spanish-speaking certified teacher on the staff worked with those children having serious language problems. There was no formal bilingual program, although the Intermediate Unit provided reading specialists and bilingual aides for those students who entered the public schools in the fall.

The project's emphasis was on reading, communication skills, and math. A "theme approach" was encouraged, and teachers designed a whole week's work around a specific idea, including art, music, field trips and other learning experiences. Language, reading, and math skills were reinforced by "buying trips", restaurant visits, and elementary home economics and industrial arts classes requiring the students to actually use what they had learned.

Standardized tests in English were used for reading placement, and pre- and post-tests (such as the *Bottel Inventory* and *Summerlin Reading Evaluation)* indicated a three to nine month gain, although the validity of this measurement may be questionable. The problem with small-group tests used to measure grade improvement levels was that they could not identify specific difficulties. Working with a state consultant, the Lincoln project staff designed its own system based upon those concepts a child must acquire to develop reading skills.

Classes for pre-school through junior high school levels were held with adjacent grade levels combined in separate classrooms. Instructional aides helped provide individualized assistance to children completing tasks in separate learning centers. Home economics and industrial arts were offered three afternoons a week to both boys and girls beginning with the third grade level. Career guidance was approached through group discussion of occupations and skills involved as an incentive to continue school. Self-concept development was particularly stressed with youngsters in grades one through three. At least one field trip per week related to school work was required for each class.

A successful anti-drug and smoking course was begun during 1973 for students in the fourth grade and older. A special teacher visited classes and encouraged discussion. This program will be intensified in 1974.

A high degree of cooperation existed between schools, parents, growers, and various government and service agencies in the area. Booklets have been re-written describing all local services which were available to migrants in the region. One edition was designed for distribution to the growers and agencies, and a separate edition was designed specifically for migrants.

Educational plans for the 1974 season were to add at least 1,000 books on Black literature and culture, Spanish culture, and Spanish language books, chiefly through the RIF program. Additional vocational training will be provided to the older children through the Intermediate Unit's Singer-Graflex mobile unit. Being contemplated was a series of Saturday enrichment trips and a reinstitution of the "Tutorial Bus", which before 1973 visited the camps with recreation and academic assistance for older children not attending the day school program.

Millersville State College. Project staff worked closely with the Reading YMCA and operated out of the "Temple Center", situated in an old grocery store which the migrant parents helped to redecorate. The center was used by the entire migrant community for evening meetings and throughout the year by those who remained in the area. Additional recreational facilities were provided by the YMCA. The college provided advisory assistance in testing and curriculum design.

The population served by the Millersville project was a combination of Puerto Rican and Mexican workers who were becoming residents of this region to work in the mushroom industry. Large numbers of new migrants had come each year, attracted to the area by relatives who had stayed. About 20 children began in the 1973 summer project, but with the addition of new migrants and some resident migrants, this number leveled off at about 24. Children served ranged in age from four to thirteen, but the average age was seven to ten years.

The major area of the curriculum, according to the head teacher, was reading and language development, with emphasis on an experience approach. Individual attention and small group work involving discussion, story telling and writing, use of tape recorders, making up plays, and writing a newspaper were emphasized. Few commercial learning kits were used since few students were fluent in English, and no kits were available in Spanish. Also important in the instructional approach were educational field trips, including nature walks, Amish trips (on which children did farm work, were served homemade food and fresh milk, and taken on a hayride), buying excursions to local stores, and a trip to Crystal Cave.

Standardized reading tests (*WRAT, IRI*) were administered to the group before and after the program, resulting in evidence of gains ranging from three months to one year - three months. However, since many children were less fluent in English at the beginning of the program than at the end, and since those children coming from larger families tended to be less shy around adults, the test results might not have been completely reliable for this population.

No formal bilingual program was instituted in the Millersville project, but the bilingual teachers and aides worked individually with those children needing help. English was the primary language, although Spanish was used with the younger children until they became fluent enough to use English on their own. The curriculum also included the development of math skills, but this was very much secondary to language development and reading.

Improvements planned for the 1974 session, were to incorporate more math, as well as science and social studies, into the academic schedule. Health physicals and tests will be continued, and personal hygiene will be more heavily promoted in the classroom. The project director also planned to intensify the experiential approach, add a career education program, emphasize the study of plants and animals, and increase pre-vocational education opportunities (last year only cooking was available for the pre-vocational program). Non-working mothers of younger children will also be encouraged to attend the school. It was also indicated that more intensive follow-up of the area's resident migrants who enter the public schools will be accomplished and that a higher percentage of eligible children will be enrolled.

Montgomery County Intermediate Unit. This was another migrant education project working in cooperation with a college. In this case, the project operated directly from the campus of Cheyney State College, using the college's facilities and conducting a daily tutorial program in math and social studies with college elementary education majors serving as tutors for small groups of migrant children. Only one-third of the school population included migrant children, according to the project director, and they lived with resident relatives in the area. The rest were resident migrants , since there were reportedly no migrant camps in the area. Most of the 50 children served were Black, with several Puerto Ricans, although more Spanish-speaking students may be recruited in 1974. The program, designed for eight to twelve year old children, offered an English-speaking curriculum.

According to informal testing, students were placed into learning groups based upon both age and achievement, with later adjustments made if necessary. For 1974 classes were to be held in separate classrooms with individual attention provided, but in 1973 all groups met in one large auditorium, divided into four reading groups. Actual class periods dealt only with reading and language development, chiefly through an individualized and small group experience approach using a variety of techniques, including commerical kits, phonics and games. Informal assessments by teachers reportedly identified an average three-month gain in reading.

More than most other projects, Montgomery County was able to devote time to math and social studies. This was accomplished through the use of several college tutors who spent an hour each morning working with small groups, two days per week on social studies and three days per week on math skills. Informal pre- and post-tests purported to show a four-month gain in mathematical skills. Another college student, an intern working toward a master's degree in counseling and guidance, provided what was considered successful small group and individual counseling for those students exhibiting problems in behavior and attitude.

One activity which was not mentioned by any other project director was a weekly newsletter written by the students and duplicated by the office staff for distribution to the parents and community. The newsletter provided parents with information on the educational program and other services available, and according to the director, was well received by both students and parents.

Self-concept and social development was stressed through guest speakers, a variety of field trips, restaurant visits, an overnight camping trip, an overnight motel stay, and attendance at children's theater performances. Many college facilities were used, including the swimming pool and the TV studio. No "buying trips" were made, and there was no formal program of vocational education or career guidance, although some home economics and industrial arts were planned for 1974. Plans for the 1974 program included an anti-drug and smoking program used two years ago which may be renewed, and less time for tutors in order to allow more class time to be spent specifically on reading and language development.

Moravian College. This project served 41 Black children, aged five to twelve years, in 1973, but was expecting to more than double that number in 1974. The population had been part of the migrant stream, but a larger proportion had begun to settle in as "one-year migrants." Their children entered the public schools in the fall, but there had been little follow-up of them.

According to the contact person, the curriculum concentrated on reading. A game-playing technique was used, as well as some reward system strategies with the older children. High interest books were available for children to take home and keep at the end of the program, and this aspect was planned to be intensified in 1974 with the acquisition.

of an additional 400 books through the RIF program. Also used with the older groups was the "Health Education" reading series, which brought hygiene and health into the academic schedule. Small classes of eight to nine students were held in separate classrooms, with placement based upon age, educational background, and program mobility which depended upon the child's progress. No formal or standardized testing was administered, but through oral assessments teachers reported about a two-month gain in basic reading and language skills based upon their experience in regular public school classrooms.

Other aspects of the Moravian curriculum included math as a secondary concentration and the development of social skills through cookouts, buying trips, and restaurant visits, as well as field trips including industrial tours and visits to New York city and Philadelphia. Development of self-concept was approached through class discussion, various materials on Black culture, and role modeling from several Black teens and college students who worked as aides. Home economics and industrial arts were offered to the participants, but career guidance was not offered. Health education was presented to all grades by visting nurses and through instruction on first aid, diet, hygiene, and simple sickness care, and health education readers. The director noted no major changes for the Moravian project for 1974, other than the possible use of the *Boehm Test of Basic Concepts* and related materials.

Upper Dauphin Area School District. The smallest of the Pennsylvania migrant education projects, this district serviced a total of 15 Black children in its regular program and only six, six to twelve year-olds, in the three-week session in 1973. The teacher and aide, operating in a standard classroom divided into separate learning centers used a variety of techniques, including commercial kits, to offer a course of individualized instruction. The project director indicated that the students averaged about two grade levels below normal and that teachers observed definite progress during the program, although there was no formal assessment of progress.

Regular field trips, organized play and swimming once a week were featured in Upper Dauphin. No vocational courses were offered, but cooking and sewing were available to the girls while the boys worked with another teacher or aide on other projects. There was no cultural program or self-concept development formally included in the program. No major changes were anticipated for 1974.

Migrant Student Record Transfer System and Placement of Students

Records are an important component of the educational system, especially those of migrant children who may attend several schools in one school year. Traditionally, host schools had no way of knowing levels of student achievement or what had been accomplished in previously attended schools. To improve this situation, the Little Rock based Migrant Student Record Transfer System (MSRTS) was established in 1968 to computerize the health and educational records of the migrant population.

The MSRTS has had difficulty in gaining acceptance, and each year directors of migrant programs optimistically hope that the information system will improve. During the 1973 summer session, for example, the computer was out of operation while a new one was being installed, and the transfer form (the "Green Monster") was so complicated that it discouraged implementation. For the 1974 session, the computer is anticipated to be operational and the previous transfer form has been replaced with a simplified version, which although provides less information, is much easier to use and may encourage broader application. The terminal operator in the Pennsylvania Department of Education attested to the continued use of the facility by the state project directors, the efficiency of the central computer operation, and the apparent cooperation of home states in keeping the records up to date.

There was, however, some discrepancy between PDE perceptions of its use and reports from most project directors who have been involved with the MSRTS. One director, for example, noted a request for a two-week reply for the records of new migrants who arrived in September but did not receive the request for records until the following February. Another discovered a TB case after the program had already been in progress. Others reported not receiving records until after their programs had terminated, and those few who did support the system admitted that many of their students simply had not been previously enrolled in the system, so no records were available.

All state projects reported daily attendance levels above 90% with most students attending for the duration of the project. Some attributed this record to enjoyment of the program, parent involvement, follow-up on truants by teachers and social workers, and bus pickup at the homes and camps. Only one project, Montgomery County I.U., said it enforced the attendance rules by dropping from the program those with poor attendance records. Since there were relatively few migrants as compared to resident migrants in the project area, project staff preferred not to have children return each year since openings were needed for new migrant students. Those resident migrants who lived in the area could participate in the public schools' regular summer program.

School placement as described in the project reviews, in state monitor evaluations, and in the 1973 Composite Report, was accomplished according to age, previous records, teacher opinion and standardized and/or teacher-designed testing. Not all of these techniques were used in each project. However, the unreliability of age as an indicator of grade level, the possible failings in teacher recognition and diagnosis of problems, the irregularity of teacher-designed diagnosis and achievement testing, and the possible invalidity of standardized achievement tests for the migrant population must be recognized. Individualized instruction was used as a means of overcoming the difficulties of reliable placement techniques.

Assuming the validity of certain achievement tests, (such as the *WRAT, Slosson Word Recognition, Bottel Inventory,* and *Summerlin Reading Evaluation*) they can only identify present accomplishment, not areas of difficulty. Only one project (Central Susquehanna I.U.) indicated use of a language development diagnostic test (the *Boehm Test of Basic Concepts*)

and a follow-up curriculum to locate student deficiencies in understanding the "language of instruction", although a few projects reported that they would be following this example in 1974. No projects used any type of criterion-referenced tests to identify the acquistion of basic skills in the content areas, and only one (Lincoln I.U.) included this concept in the project's approach to reading. Summer migrant programs are remedial in nature and should be duty-bound to find learning problems where they exist and work toward their elimination so that the student can enter the mainstream of education.

Summary

All of Pennsylvania's migrant education projects were consistently conscientious in designing programs to best serve their migrant communities. Some type of "language experience" approach to language development and reading was common to almost all projects. Unfortunately, few projects attempted any valid pre- or post-testing to measure the success of their particular strategies or the progress of their students. Only one project, the Central Susquehanna I.U., had been able to derive any hard data on educational progress, and that was very limited.

In approaching migrant education, one of the major problems seemed to be the lack of a defined premise. It is important to develop English fluency in Spanish-speaking children so that they can act effectively as citizens, but development of language along "middle class" lines is valid only if there is the anticipation that students will leave the migrant life; otherwise they may as well learn to use their own dialects to greater effect. If migrant children select the option of leaving the migrant labor stream, they must be prepared for gainful employment in other occupational areas; then emphasis must be given to developing standard English, and increasing educational abilities, and provisions must be made for career and vocational training classes. Although most of the students in Pennsylvania's summer migrant projects were under 12 years of age, and those areas hosting agricultural "resident migrants" provided vocational education to those older students who attended the public schools, education must be developed to allow young students to explore other occupational opportunities available to them.

Any discussion of vocational education, and the development of positive self-concept, must consider cultural biases. The migrant population in general, more than the middle-class milieu, is free of sexual discrimination in a practical sense; both male and female work side by side. The few vocational opportunities available to migrant students offered "industrial arts for boys" and "sewing and cooking for the girls". It might be better to label the courses "practical arts", as some public schools have done to remove the stigmas attached for a boy interested in becoming a tailor or chef or the girl interested in carpentry. Only one project, the Centennial School District, actively encouraged participation by both sexes in both the home economics and industrial arts classes.

Federal recommendations on migrant education have uniformly repeated the need for interstate cooperation, but this is hardly possible without intrastate cooperation. In Pennsylvania there seems to have been little real coordination or assistance in programming offered by the migrant office, and no serious educational research has been attempted. In addition, there has rarely been any real sharing of information on various problems, strategies, or results. Only the RIF program of book distribution seemed to be in the process of being implemented on a statewide basis. Insufficient and ineffective dissemination of important information seems to be no less true in Pennsylvania than elsewhere.

Two areas of the present statewide evaluation, the monitoring system and the effectiveness scale, posed a significant problem. A study of the monitor's evaluations of the 1973 session demonstrated a remarkable inconsistency in the quality of the appraisals. Some monitors' reports and evaluation sheets exhibited genuine concern and perception leading toward future improvement. On the other hand, a few evaluations offered no more than a yes-no checklist with a few scribbled and, for the most part, useless comments. The migrant office indicated, however, that this would be taken into consideration in the selection of monitors for 1974, with fewer monitors being chosen, and those being selected would be chosen on the basis of their past experience. However there seemed to be no objective assessment or other screening process in use; the only evaluation used consisted solely of impressions and subjective judgments. It was for this reason that each of the State's migrant project directors was contacted directly for most of the research reported in this chapter.

The evaluation scale based on the eleven National Goals for Migrant Education was judged to be inadequate. The checklist provided space for yes or no answers only (few monitors made use of the space for comments) and did not allow for intermediate considerations. Answers were limited to those suggestions made by the checklist, whether or not those activities were reliable indicators of the project's accomplishments of that national goal. For example, the Goal X activity of including a rummage sale as an approach for increasing parental involvement was justifiably not answered by one monitor who noted that a sale of this sort might only draw attention to these people's poverty and make them even more self conscious. The percentage ratings of effectiveness based upon the eleven national goals tended to discourage rather than to congratulate worthy programs, since the final average percentage was stressed, rather than the ratings for the individual goals. Further, the effectiveness ratings did not seem to take into consideration the special characteristics of each program nor the validity of the approaches used to reach each national goal.

IV. Teacher Training for the Education of Migrant Children

John E. Lutz and Anna Yuschok

Migrant education programs have been defined in the following laws:

Section 103 of Public Law (P.L.) 89-750 (the 1966 Amendment to Title I of P.L. 89-10, of the Elementary and Secondary Education Act of 1965);

Section 109, Title I of P.L. 90-247 (the 1968 Amendments to ESEA, 1965, entitled "Agricultural Workers");

Section 106(a) of Title I of P.L. 91-230 (the 1970 Amendments to ESEA, 1965, entitled "Requiring Grants for Migratory Children to be based on the Number to be Served.")

20 United States Code (USC) 241 (e) (c) (1) (a) ("To establish programs and projects designed to meet special education needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other States.")

To give direction in carrying out these mandates, eleven national goals have been established which pertain to instructional services and supporting services. Translating the national goals into action called for cooperation with the home, the community, and its agencies on all levels of government to meet the child's needs so that the full benefits of education could be realized.

One of the greatest needs in migrant education is the translation of the law from words into deeds. Teachers of migrant children could be more instrumental in helping migrant families receive the benefits from legislation if they identified learning problems that could be alleviated by supportive services. Training must be implemented to sensitize teachers to the problems of migrant children and the effect of a migratory existence and its implications for instruction.

The effectiveness of teachers of migrant children depends upon an ability to make the migrant child feel accepted and a talent to help the child understand and internalize his new learning. The fact that the teacher must know the children as well as what and how to teach them implies two types of preparation: training to help migrant children adapt quickly and successfully and to overcome obstacles to learning, and training for professional improvement in the application of pedagogical concepts and techniques. These two training areas must be considered separately because they are supported by different funds. Migrant education funds can be used to prepare teachers to deal with

the migrant child's needs, while other funds can be obtained for professional improvement. This chapter is restricted to the first training area, that of training professionals to be better instructors and facilitators of learning for migrant children.

One of the national goals adopted to carry out the legislative mandate for migrant education was to "Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops." In attempting to achieve this goal, training activities have been provided as a component of projects which included direct instructional services, or as a part of projects which supplemented a program providing such services. Personnel who could have received training under the Title I Migrant Program included teachers, teacher aides, and other personnel considered essential to the success of the program. In purchasing equipment, the project must have included in-service training for the staff in the use of the equipment or given assurance that the staff had the necessary competencies required for its proper use. Other provisions for training were enabling authorizations rather than prescriptive requirements. State educational agencies could pay personnel to conduct training programs and also the trainees for attending programs. Also payments to institutions of higher learning for tuition and fees for courses related to migrant education could be made whether or not college credit was granted, provided the student worked in migrant programs.

States included information on training in the plans they submitted with their application for funds from the Migrant Programs Branch of the U.S. Office of Education, but there were no specific requirements pertaining to staff training. The training patterns and practices that have evolved from local efforts have evoked the need for national leadership to give training a high priority and a new direction. The State Departments of Education and Local Education Agencies cannot do this without federal funding and a national strategy designed to develop teacher trainers and curriculum materials for training programs. The National Committee on the Education of Migrant Children (NCEMC) in a review of staff development programs (NCEMC, 1971) reported that the absence of a national strategy and national fund to train staff has seriously impeded the success of meeting the special education needs of migratory children as intended by the migrant amendments.

The dimensions of the problem of training are tied to the migratory system itself which has dispersed children over various rural areas across 48 states and has involved about 80,000 teachers. The difficulties in educating migrant children and the training of their teachers were inherent in the migratory system which made migrant education national in scope and interstate in nature and therefore demanded a national approach to staff development. Training of teachers and staff must be viewed as a direct service to children, the major instrument in quality education, and a priority for migrant education.

Pre-service Training

Pre-service training was defined as training given before the teacher had direct responsibilities for teaching migrant children, either before the scheduled instructional period or prior to an initial teaching assignment. Inservice training, on the other hand, was defined as training given while the teacher was in contact with the children, usually after teaching hours and on weekends. Available information was searched and surveyed for training programs which attempted to help participants gain more insight and better understanding of the migrant children who were to be the objects of the educational programs.

Teachers were classified into three groups as the migrant child enrolled in classes which did not coincide with the regular school year (Gould, 1972 b): summer-school teachers, home-base teachers, and non-summer session teachers. Summer-school teachers instructed classes exclusively for migrant children, usually from four to six weeks. Home-base teachers taught migrant children in their classes for the longest period of time; the teacher instructed migrant children who entered late and left early from a class of permanent residents (except in Texas' six-month migrant program). Non-summer session teachers instructed migrant children for a short period of time at the beginning or end of the regular school term.

Intrastate migrants needed instruction in all three categories of instruction. Interstate migrants had shortened regular school terms in their home states and needed services in their host states during shorter periods. Home states also served as host states; for example, 60% of California's migrants were intrastate home-base workers, yet more migrants came into California than into any other state (United States Office of Education 1970 b). An interstate migrant child may have attended three or four schools, while in California an intrastate migrant child may have attended as many as eight different schools, missing many days from school because of work and travel.

Teachers in all three categories should receive training. In a review of practices from 1968 to 1972 Gould (1972b) stated, "Almost all of the migrant education funds expended for staff development and teacher training have been spent in behalf of staff employed in summer programs...." She found that most of the training funds were used for pre-service training. Her evidence showed that training had been limited to the preparation of staff for summer programs, which meant minimal training for most and more extensive preparation for a few. Gould's study concluded that training had not been provided to teachers of migrant children in the regular term, teacher trainers, consultants, supervisors, or administrators. When so little training is provided to so few in the brief pre-session workshops and more extensive training is provided to even fewer in residential workshops, assessments of the quality and content of this seemingly inadequate effort in training can have usefulness only as a guide to future training plans.

Gould found two predominant types of pre-service training: the pre-session institute and the summer residential workshops, with most funds budgeted for pre-session institutes. The 20-hour training during the two or three day period of the pre-session institute served groups of 20 to 3000, but the size of the group or the location of the program did not alter format or content. The session began with a keynote address by an expert on migrant education which was the extent of the attention given to problems of the migrant child. The remainder of the institute was given to instruction on practices and procedures concerning the summer program and the agenda of the meeting, the Migrant Student Record Transfer System, and classroom techniques. Participants were assigned to small workshops or discussion groups, where curriculum, materials, and techniques were discussed, and they returned to a final joint session to recieve further general information. The emphasis was generally pointed to the classroom rather than dealing with problems of the migrant child as they related to learning. Sessions dealt largely with demonstrations of techniques and curriculum materials as opposed to human interaction and sensitivity to the children's needs.

One reason for the emphasis on classroom essentials in these sessions was that rural teachers generally needed and wanted to learn new techniques, skills, and materials. The need to familiarize the staff with new commercial programmed instructional materials, the purchase price of which included training in its use, also directed the focus of the session to materials. A third factor which directed the content of these sessions was the availability of consultants and trainers who specialized in the improvement of cognitive skills and a shortage of experts in human dynamics who could increase teacher sensitivity to the effects of a migratory life on the child.

Residential workshops, averaging six weeks in length, have trained a small number of teachers to work with migrants and seem to have designed a relevant training program. These workshops usually hosted about 25 participants, offered college credit, and prepared teachers for the following summer. The purposes of the residential workshop were to stimulate changes in attitude through study of the migrant child, establish model schools, and develop techniques for cooperation between schools and farm camps. Due to their high cost, which covered room, board, tuition, and stipend, few teachers of migrant children have been reached by this training method. Further, the participating teacher's application of this training was confined to one classroom and generally did not serve as a resource for other training programs. The knowledge and experiences gained from these workshops could be incorporated into the design of inservice training which could be used to develop a teacher-training corps to disseminate the benefits derived.

Inservice Training

Despite the fact that inservice training has generally not been widespread and general, there were many instances of special inservice training designed to solve particular problems, give technical instruction, conduct pilot projects, participate in experimental schools, help in demonstration or model schools, or learn another language. In reports and the surveyed literature, such activities were labelled "inservice

training" but the training was too specific to help the teacher gain a better understanding of the feelings of the migrant child, For example, an inservice workshop was designed for teachers specifically for conversational Spanish to help them communicate with bilingual students (Oklahoma State Department of Education, 1968). In "Project Learn", a team of outside consultants provided materials and trained the staff to use them. Observers, however, expressed concern about the lack of balance with an over-emphasis on skills and an under-emphasis on human involvement, student initiation, and problem solving (NCEMC, 1971). The experimental "life simulator system" of the Micro-Social Learning Center in Vineland, New Jersey, trained teachers not only in using workbooks and programmed materials but also in their reactions to misbehavior where teachers were to have asked the same four questions in a Learner Guidance Interview Form (USCE, 1970b).

An example of inservice training which did deal with humanistic concerns was held in Cedarville, New Jersey. It began with a two-day course for the participating teachers, where each of the teachers kept a diary of their feelings and wrote a case history of one child. Such training should have had more carry-over application concerning teacher-pupil relationships than the more restrictive inservice preparation for specific tasks; however, specific evaluation data was lacking.

Other activities sometimes referred to as inservice training were professional exchange or enrichment opportunities such as interstate teacher exchange programs, interstate visitations, regional or national meetings to increase interstate communication, and fairs. These exchanges might be continued, but they should not replace comprehensive inservice training.

Other Teacher Training Experiences

Attempts to associate teacher training with other programs were not included under teacher training patterns because they have had little impact on training; they have had more impact on curriculum. The Bucknell Conference, for example, was conducted for the dual purposes of training teachers and stimulating new ideas on possible solutions to learning problems. Since consultants expert on learning problems of migrant children were not available, learning theory consultants were asked to adapt their knowledge to learning problems of migrant children. Also, others not involved with migrant programs participated, resulting in a relatively low proportion of educators of migrant children; thus direct carry-over to migrant children was limited.

Enrichment activities, special projects, and exploratory studies often included supplementary training experiences, and some aspects of them could be included in training for all teachers; however, problems associated with providing more pre-service and inservice training to carry out the intent of migrant legislation remain to be resolved.

Training of Teacher Aides

The training of teacher aides paralleled that of teacher training, with preparation for summer sessions concentrating on the exigencies of

the classroom and materials rather than on interaction objectives. However, there was one additional aspect--the opportunity for career advancement through work and training. Inservice training was usually provided as part of a special project or in answer to some need as the need was expressed.

The duties of an aide may be of a clerical, monitorial or supervisory-assistance nature, and to develop competence with audio-visual devices, first-aid, record keeping or instructional materials. Further, aides may need varying degrees of training, depending on personal back ground, and in the school they must be under direct supervision of a teacher and may not serve as a substitute teacher. There was little reported follow-up to determine whether the training had been sufficient for the tasks required of aides.

No requirements mandated educational background for teacher aides. Teen-aged students were hired in Imperial City, California, and several states initiated programs recruiting aides from the migrant camps. In Bloomfield, Connecticut, migrant mothers worked as teachers-in-training, attended adult education classes to qualify for high school equivalency certificates, and were paid stipends to make up for work lost in the fields. The "Learn and Earn" program in Broward County, Florida, enabled migrants of high school age to continue their education by paying them for their help with younger migrants. California's "Mini-Corps" program (the Migrant Teacher Assistant Corps) provided summer work for prospective teachers recruited from bilingual, low-income families, many of whom were former migrants.

Other Programs for Professional Improvement

Teachers of migrant children could have taken advantage of training supported by Title I of the 1965 Elementary and Secondary Education Act. Of the one billion dollars spent under Title I ESEA in fiscal year 1968, $600,000 million was used by 20,000 local school districts to employ 200,000 additional educational personnel. Of these 200,000 educators, 77,000 received inservice training, averaging 33 hours per person during the year for a total cost of $9 million.

While migrant funds have been used to provide separate and special training related to special problems of migrant children, other funds have been available for professional involvement. Some teachers of migrant children, for example, were involved in vocational education through Title II of the 1968 Vocational Education Amendment to the Higher Education Act of 1965 which added vocational personnel to the Education Professions Development Act (EPDA).

The National Advisory Council on the Education of Disadvantaged Children (NACEDC), including migrant education, advocated teacher preparation as the first priority in the education of the educationally deprived child (NACEDC, 1973). The NACEDC favored the Teacher Corps Program of the EDPA, administered by the USOE Bureau of Educational Personnel Development (BEPD), which has graduated over 3,000 teachers trained to meet the special needs of educationally deprived children.

One migrant program sponsored by the Teacher Corps program was the rural-migrant program of the University of Southern California. It involved

the University, several local school districts and communities, and the California Department of Education. The trainees (prospective teachers) were trained to improve communication between the migrant and the residential communities in the interest of improving the educational opportunities of the migrant children. Corps members attended classes to learn Spanish and about the Mexican-American culture. They also studied how to teach English to children from homes where English was not the predominant language. Higher institutions have traditionally provided and decided courses of study for personnel of elementary and secondary schools. The BEPD has asserted that the design and implementation of training programs such as the Teacher Corps should be determined by the University, the school system, and the community acting as equal influences on education for children.

Several other training programs were reviewed, although not necessarily established to train staff of migrant education projects; there have been many models of staff training sponsored both by migrant funds and other sources which should be carefully evaluated and adapted to migrant training programs. Information and experiences could be replicated and more widely applied to all teachers of migrant children. The Career Opportunities Program, for example, enabled paraprofessionals to advance to a professional level by combining academic study with on-site experience. The BEPD Urban-Rural School Development Program required that the community and parents be involved in developing areas of teacher training.

Another model of inservice training was conducted by the BEPD for 41 teachers of migrant elementary school children at Miami University from October 1969 to March 1970. This institute trained school teachers working with migrant children through weekly classes for the teachers in the school, additional weekly presentations by speakers followed by discussions, home visits, and a project on migrant children. The focus was on the migrant child's needs and the objective was to increase the teacher's sensitivity to more adequately meet those needs. The institute tried to acquaint the teacher with the psychical, psychological and social characteristics of disadvantaged migrant children, and examined differences in value systems. The BEPD was not the only USOE division conducting training programs, however. At least eight other divisions within the Office of Education had responsibility for some type of personnel development activity (NACEPD, 1969).

The Manpower Development and Training Act of 1962 (MDTA) also provided for staff training. The Department of Labor administered the on-the-job programs for unemployed and underemployed and provided funds to the Department of Health, Education, and Welfare (DHEW) for institutional training of personnel to staff local manpower training projects. Under Section 309 of the MDTA, the Department of Labor received sixteen million dollars in fiscal year 1972, of which over three million dollars was allocated to the Secretary of Health, Education, and Welfare to conduct the institutional phase of MDTA. DHEW then established Area Manpower Institutes for the Development of Staff (AMIDS) for the training of staff personnel in the institutional phase of manpower training (NACEPD, 1973).

The emphasis of federal legislation may shift from one category of training to another and some programs may be terminated, others expanded, and new ones initiated. National leadership in training is needed not only to set up training for migrant education programs from migrant education funds, but also to inform professionals of other available programs for professional improvement.

Summary

Legislation to benefit migrants has been difficult to achieve and its purposes have been easily vitiated on the local level, where the migrant was invisible to the community or viewed as a stranger. A first step toward compliance, enforcement, and implementation of the law is to spread knowledge of its existence. The national migrant office could help obtain benefits available to migrant families and teachers of migrant children by providing timely, clear, comprehensive, and specific information on pertinent legislation and required procedures to both migrants and educators. A second step is to gain understanding and empathy for the migrant so that community residents will seek the benefits for him from the sources and agencies designated by law. Such an attitude on the part of the community would bring a favorable application of the law to the migrant.

Through teacher training and staff development, migrant education can stimulate better understanding of the migrant life, its burdens and its rewards. Sensitivity to a child's needs can help a teacher find better ways to help him learn. Without the broad perspective of the interrelationships of social legislation, the needs of the migrant child, teacher training, and national leadership for training, attempts to educate the migrant child will be frustrated by impediments to learning which originate in the migratory system.

V. Auxiliary Services

John E. Lutz and James Pichert

A brief survey of a few of the auxiliary services which support the educational program and were available to migrants is presented to show the character of some of the efforts made by government and community agencies to meet the needs of the migrant family. Reports of the various auxiliary services available to migratory agricultural workers were generally glowing and endless. Actual findings, however, were difficult to locate in these reports. Without objective evidence, it was hard to tell if all of the well intentioned and subjective appraisals of migrant needs had been valid and programs successful in terms of fulfilling their objectives (if objectives are stated) or whether these services had been woefully inadequate. The vast amounts of money spent by government and community agencies might be spent more efficiently should the best means, programs, and systems designed to aid the migratory worker be known and implemented as a result of findings that could be obtained from well designed research.

It cannot be forgotten that the migratory child shares the basic needs of all human beings; it is the general interest of most auxiliary services to provide aid or help in terms of the human needs migrants have which would go unaided without these services. Since day care, health services, and services available to those who have recently left the migrant stream ("resident migrants") can affect the educational attainments of migrant children, a summary of these services is presented.

Day Care Centers

Opinions on day care centers ranged from positive to negative. A report of the National Advisory Council on the Education of Disadvantaged Children (1973) concluded: "Early childhood education is of particular importance to (migrant) children.... They need day care. Many migrant children cannot attend school where programs are available to them because they must stay home and babysit for younger siblings." Implied were two assumptions: 1) children of school age would attend school programs if they were freed from the care of younger siblings, and 2) the programs offered in day care centers would be better for the child than being with a babysitter at home.

The positive opinion on day care seemed to be that the person in charge would be able to provide academic training and food and health services *to those who made use of the program.* The negative view was that school in general was day care which allowed parents the freedom to work. The negative outlook would appear to diminish educational carry-over from or reinforcement for the day care program on the part of migrant parents.

Since migrants were usually located in rural areas which lacked community facilities, such as day care centers, and transportation was needed for pre-schoolers to centers, Garcia (1972) developed a model to train older migrants to work with younger migrant children in migrant day care. A compilation of other research on migrant day care and non-migrant day care might have contributed useful information toward dealing with some of the problems associated with migrant day care centers. The vast majority of research in this area, however, tended to question the effect of a mother's absence from her child. For the migrant, however, the mother had no choice but to be in the fields. The choice for the migrant child was then one between day care and care by a seven to twelve year old brother or sister. Garcia's model thus had greater significance in terms of home-teaching in addition to day care centers; further evaluation of this model is anticipated.

Health Services

Every health service program was based upon the assumption that illness adversely affected students' performance. Another assumption was that migrants would take advantage of health programs if they knew about them.

There were several beliefs, attitudes, and superstitions of migrants which, unless heeded and understood, could have seriously disrupted health care efforts. Swanson (1969) identified several of these feelings:

It would shame parents to be less educated than their children.
Illness is punishment from God which cannot be prevented scientifically.
Modesty is important--it is difficult for a member of the opposite sex to disrobe for an examination.
Germs too small to see don't exist; flies are harmless.
Big words cover a doctor's ignorance of the truth.
A child should be born in the home where he is to be raised and loved.
Surgery is ungodly and is to be avoided at all costs.
Folk diseases are common only to Mexican-Americans--no Anglos get these diseases since they are immune.
Immunizations and injections cause diseases rather than cure them.

Without understanding and empathy for the migrant family, descriptions of these feelings alone could have caused local communities to fear migrants. In general, local communities have not understood the migrant's way of life and culture, and they have failed to provide for the migrant's health, education, and welfare needs (Cheney, 1972).

Food and nutritional services were of prime importance. A Minnesota Migrant Summer School report (Report of Experimental Demonstration Project, 1970) stated that, "...there appears to be a definite correlation...between feeding families and the sociological and psychological attitudes that exist within the family home environment, the work performance in the harvest fields and the attitudes of children attending school." Malnutrition and poor eating

habits affected everyone. A poorly balanced diet can influence factors related to mental and emotional potential. Protein, especially, is important for development. Milk and eggs, not common to the migrant diet, are sorely needed. Matta (1969) stated that 80 percent of full brain development occurs during the first six years of life. He found that about two of every ten migrant children were affected by minimal brain damage, and that about 35 percent of migrant youth were anemic, needing about one and a half times the normal protein intake in their diet.

Health services, including health education, food and clothing distribution, medical services, and hospitalization were offered in most states to migrants. Reports of health services tended to be glowing, though few actually reported relevant data. The primary concern seemed to be on how much was spent; only one report of those reviewed was able to conclude that "...illness and disease have not been reduced to levels comparable to that of the resident population..." (Smith, 1970). None of the reports showed comparisons in any way to a health services program available to the general resident population. Health services available to migrants in different parts of the country included: Health Education, Immunizations, Physical Examinations, Dental Health Services, Correction of Physical Defects, Record Transfer Systems, Family Health Service Clinics, Food and Clothing Distribution, Nutritional Services, Eye Health Services, Child Study, Hospital Services, Recreation, Pharmaceutical Programs, Nursing Services, Sanitation Services. The services cited are simply illustrative, not encompassing; the effect of pesticides on migrants' health, for instance, is an area becoming worthy of much more concern, but was not listed separately.

Services, such as those listed, were designed to care for the physical well-being of the migrant farm worker and his family: A definition of "health" includes references to the emotional and social well-being of an individual as well. In general, migrant children's emotional and social well-being have been overlooked. In addition, many funds, whose expenditure is often used as a criteria for success, remained unspent due to the migrant's unwillingness, inability, or discouragement from making use of these services. The advantages of outdoor physical labor for example, were often outweighed by inadequate nutrition in the development of the adolescent's body.

Services for "Resident Migrants"

Migrants who had recently left the migrant stream received services purporting to ease the agricultural worker into a new "staygrant" life. Hamlin (1969) prepared a list of such services in Rochester, New York, which will serve to give an overview of the types of services offered throughout the country:

Art action centers
Classes for educationally disturbed children
Instructional materials center
Elementary school counseling
English as a second language
Family nursing school

Improving basic reading skills
Increased provisions for field trips
Improving education of high school underachievers
Inter-city audio-visual bus trips
Learning skills center
Speech and hearing therapy
Pupil transfer plans
School-parent advisors for the neighborhood
Clearing house for student assistance
Community teachers' program
Urban-suburban transfer plan
Speech and hearing therapy for handicapped children
Home-hospital teachers for the physically and emotionally handicapped
Family children's center
Follow-through programs
Vocational programs through the Vocational Education Act of 1963

The greatest problem faced in these programs was the unwillingness of former migrants to admit that they were migrants and make themselves eligible for these programs. These services were primarily aimed at the school-aged person, from five to eighteen years of age, although some attempted to reach the parents as well. The stigma attached to the migrants' way of life seemed to be a very strong deterrent to the former migrant to use the services offered. His pride in caring for himself and making his own way did not dissipate when he left the migrant stream, a factor which weighed heavily upon the adolescent as he sorted out his own attitudes and values.

Another major problem for the worker leaving the migrant stream was housing. Inevitably he found "the worst of what was left over from the bad" (Hamlin, 1969). This area however, did not receive much attention in the reports reviewed, but should be addressed as services and the concomitant delivery system are improved.

Summary

The problem of information dissemination seemed to be one of the biggest problems confronting migrants. Even when programs were available they were unknown to the worker or viewed suspiciously by him. Some school districts, in fact, which enrolled substantial numbers of migrant children were not participating in migrant programs because they were unaware of the programs, were unaware that migrants were enrolled in their schools, or were unwilling to participate because of the additional paperwork. When schools were not even aware of the programs available to those they served, it was not unreasonable to assume that the migrants themselves might also not be aware of them. The migrant adolescent probably grows up not knowing what opportunities are available to him or where he can find information about career opportunities. A great deal of thought and research needs to be done in this often overlooked but vital area of information dissemination.

All of the services mentioned in this brief report could undoubtedly perform more valuable and greater amounts of service using data gained from well designed evaluation studies. In most cases the

data could be collected with little or no change in existing programs. This report does not purport to be an evaluation of auxiliary services; it is simply an overview and listing of available services. Again, it must be said that valid research must be undertaken to identify both successful and unsuccessful components of auxiliary services. Improvement can only be made by modifing or eliminating the subsequently identified unsuccessful components or disseminating those identified successful components.

VI. Recommendations

Perhaps the most important concern identified by this research review was for more systematic and objective evaluation efforts. This, however, is not restricted to migrant education programs, but unfortunately seems to be generally true of most educational programs. If evaluation can be defined in terms of the way information is collected for the purposes of decision-making, then good information must be available from which to make good educational decisions. Most of the information reviewed in this report was largely subjective and impressionistic, and most of the research was poorly designed and executed. It would seem, then, that information design, collection, and reporting should receive high priority as an area requiring attention and improvement.

Another related concern inferred from this review was for cooperative parallel research and evaluation. It is an inexcusable waste of tax dollars and man-hours for any program staff to duplicate the efforts of others out of ignorance of what has been done and is being developed. In this regard, the intent of the Pennsylvania Migrant Coordinator must be applauded. Through his efforts, this review was undertaken for the purpose of providing an information base from which better migrant education decisions can be made and from which the Pennsylvania Migrant Education program can be improved by building upon the successes and failures of others.

The descriptions of both nationwide and local programs revealed a seemingly uncoordinated offering of hodge-podge services to migrant children. National leadership, or at least leadership on the state level, is necessary to provide direction to and coordination of migrant programs. For example, if an area, such as teacher training, has been identified as a priority area for national attention, then efforts should be made to parallel activities, so that overlapping and duplication of effort can be avoided. Different programs, states, or regions could assume leadership in developing and improving specified components of the total teacher training system; such cooperative parallel efforts can have a direct and dramatic impact on the migrant educational system.

Further recommendations specific to each area of this review are presented with the anticipation that as implementation of them occurs, the educational system will be better able to adjust to meet the individual needs of migrant children.

Migrant Children

1. Research activities should be directed toward the unique aspects of the migrant situation such as the intellectual and socio-emotional consequences for the child of perpetual movement from home-to-home and school to school.

2. Educational programs should deal with the social-emotional needs of the migrant child as well as provide diagnostic and remedial instruction in basic skills.

3. Educational experiences and services for migrants must help relieve the problems of self-identification and self-confidence associated with their transient way of life.

4. The migrant child must be made aware of the importance of education and have the advantages of general and vocational guidance for developing realistic goals.

Migrant Education in the United States

5. Research activities should be directed at the production of curricula that contain small, self-contained units of instruction to provide meaningful experiences during the extremely short tenure of the migrant child in many programs; assessment procedures for diagnosis and evaluation must also be invented to fit this short tenure scheme.

6. Greater care in evaluation design must be taken, especially in the use of statistical data, the definition of independent and dependent variables, and reliability and validity evidence for measures employed.

7. A considerably greater effort should be undertaken to design and evaluate educational programs for migrants on the secondary and adult levels.

8. Systematic program efforts and their concomitant evaluation components must be based on a theoretical foundation.

9. The study of the development of migrant children should not be separated from the overall study of child development.

10. National leadership must be provided to organize and coordinate migrant education programs, to improve the records system and placement of children in programs, and to disseminate materials, strategies, and evaluations.

Migrant Education in Pennsylvania

11. Coordination between state projects should be increased and directed by the State Migrant Office, as well as supervision of research, organization of statewide inservice and dissemination meetings, and encouragement for and adoption of validated innovations in migrant education.

12. Detailed program description materials should be filed with the State Migrant Coordinator and should be readily available for dissemination.

13. Dissemination of program descriptions and evaluations must be undertaken to facilitate the shared use of information, techniques, and results among the projects and, thus, to eliminate duplication of effort and of unsuccessful procedures as well as to encourage the propagation of beneficial activities.

14. Project evaluations should be more reliable, equitable, and valid; the evaluation forms, too, should be revised to ensure the collection of reliable and valid information, and project monitors must be more carefully selected.

15. Criterion-referenced tests and other diagnostic instruments should be used to describe individual learning problems and to suggest remediation strategies.

16. Career guidance and vocational and pre-vocational education opportunities must be made more available to migrant children to allow young students to explore other occupational opportunities available to them.

Teacher Training for the Education of Migrant Children

17. Specialists in migrant education should be trained to focus on the migrant child's needs through study in psychology, economics, and sociology, and to work with these children as they would with other disadvantaged children.

18. Curricula for teacher, teacher aide, and paraprofessional training should be designed specifically to accomodate the needs of migrant children.

19. State and national leadership must be strengthened to improve, implement, and supervise training programs, and to inform professionals of other available related programs for professional improvement.

20. Staff development activities should be funded by a "set-aside" from the allocations of the 48 states who receive federal migrant education funds, similar to how the Migrant Student Record Transfer System is presently funded.

21. The formats of the pre-session institute and the residential workshop should be combined to establish a shorter intensive two or three week workshop before the instructional programs are scheduled to begin; each workshop should emphasize the particular needs of migrant children and how to deal with them as well as a review of classroom essentials and commercial materials.

22. The national and state migrant offices should provide timely, clear, comprehensive, and specific information on pertinent legislation and required procedures for working with the migrant family.

23. Migrant services information clearinghouses should be established which adhere to controlled standards of evaluation and reporting.

24. Local information dissemination systems should be established for greater range and effectiveness of information dissemination among migrants.

25. Well designed evaluation and research studies must be implemented to identify both successful and unsuccessful components of auxiliary services.

The goal for programs and services designed for the migrant family should be to help the members of that family secure individual respect, personal security, and justice. In addition to financial support, government and community agencies could improve the total migrant services delivery system by recognizing that every individual has the right to be different, and thus, being able to adjust to meet individual needs. Schools, for example, must accept the responsiblity to be flexible to meet many different individual needs and life styles of migrant children and their families and to provide appropriate educational services. Policy should be determined with the commitments for action to look at what has to be done to pool the activities of many well-intentioned agencies and focus on the best ways to help the migrant family gain personal control and secure individual dignity.

As people become able to do things for themselves, they gain power with which they are able to control their own destinies. When this becomes reality with the migratory farmworker, then the need for special services for migrants will no longer be felt and those service agencies can be eliminated. When the migrant child becomes a self-contained learner, special educational services will no longer be necessary; elimination of the need for these services will be testimony to their success.

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